



The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2011-2012: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2011 (Grade 3-8), spring of 2012 (High School), spring of 2012 (Alternate Assessment-Science), and spring of 2011 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2010-2011 NAEP results is displayed on the state report, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2012-2013 NCLB Report Card

School: Lewiston High School

SAU: Lewiston School Department

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2012-2013 NCLB Report Card



School: Lewiston High School
SAU: Lewiston School Department
Grade: High School



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	319	284	89	42	42	50	6	36	26	32	280	4	0
	2011-2012	316	285	90	35	35	47	6	29	32	33	279	6	0
Female	2010-2011	131	116	89	47	47	54	9	38	25	28			
	2011-2012	150	139	93	38	38	51	4	34	35	27			
Male	2010-2011	188	168	89	39	39	46	4	35	26	35			
	2011-2012	166	146	88	32	32	43	7	25	30	38			
Caucasian/White	2010-2011	241	215	89	51	51	51	8	43	30	20			
	2011-2012	223	201	90	41	41	48	6	34	36	23			
African American/Black	2010-2011	65	58	89	16	16	23	<1	16	12	72			
	2011-2012	78	71	91	17	17	28	4	13	23	61			
Hispanic	2010-2011	6	4	67			45							
	2011-2012	9	7	78			30							
Asian or Pacific Islander	2010-2011	4	4	100			51							
	2011-2012	5	5	100			48							
American Indian or Native Alaskan	2010-2011	2	2	100			35							
	2011-2012	0	0				35							
Economically Disadvantaged	2010-2011	165	142	86	30	31	34	3	27	23	46			
	2011-2012	176	152	86	24	24	31	5	19	30	47			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	36	27	75	22	24	17	7	15	7	70			
	2011-2012	31	22	71	9	9	16	<1	9	32	59			
Limited English Proficient	2010-2011	45	43	96	2	2	9	<1	2	12	86			
	2011-2012	61	56	92	14	14	13	<1	14	16	70			

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2012-2013 NCLB Report Card



School: Lewiston High School
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Grade: High School



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	319	284	89	41	41	49	3	38	28	31	280	4
	2011-2012	316	285	90	38	38	47	2	36	29	33	279	6
Female	2010-2011	131	116	89	33	33	47	3	29	37	30		
	2011-2012	150	139	93	35	35	46	1	34	35	29		
Male	2010-2011	188	168	89	46	47	51	2	44	22	32		
	2011-2012	166	146	88	40	40	47	2	38	23	36		
Caucasian/White	2010-2011	241	215	89	50	51	50	4	47	31	19		
	2011-2012	223	201	90	44	44	48	1	43	33	23		
African American/Black	2010-2011	65	58	89	10	10	21	<1	10	14	76		
	2011-2012	78	71	91	18	18	21	1	17	18	63		
Hispanic	2010-2011	6	4	67			36						
	2011-2012	9	7	78			32						
Asian or Pacific Islander	2010-2011	4	4	100			62						
	2011-2012	5	5	100			55						
American Indian or Native Alaskan	2010-2011	2	2	100			32						
	2011-2012	0	0				33						
Economically Disadvantaged	2010-2011	165	142	86	28	29	31	3	25	25	46		
	2011-2012	176	152	86	24	24	30	2	22	25	51		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	36	27	75	15	21	15	4	11	22	63		
	2011-2012	31	22	71	18	17	15	<1	18	9	73		
Limited English Proficient	2010-2011	45	43	96	2	2	17	<1	2	12	86		
	2011-2012	61	56	92	16	16	15	2	14	9	75		

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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Grade: High School



Group	Science Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	319	297	93	39	39	44	4	35	20	41	293	4
	2011-2012	316	285	90	31	31	44	1	29	27	42	280	5
Female	2010-2011	131	119	91	34	34	40	3	30	24	42		
	2011-2012	150	137	91	23	23	40	<1	23	31	45		
Male	2010-2011	188	178	95	42	42	48	4	38	17	40		
	2011-2012	166	148	89	38	37	49	3	35	22	40		
Caucasian/White	2010-2011	241	224	93	48	48	45	5	43	24	28		
	2011-2012	223	201	90	39	39	45	2	37	29	32		
African American/Black	2010-2011	65	63	97	10	10	19	<1	10	3	87		
	2011-2012	78	71	91	10	10	20	<1	10	15	75		
Hispanic	2010-2011	6	3	50			37						
	2011-2012	9	7	78			32						
Asian or Pacific Islander	2010-2011	4	4	100			49						
	2011-2012	5	5	100			45						
American Indian or Native Alaskan	2010-2011	2	2	100			26						
	2011-2012	0	0				34						
Economically Disadvantaged	2010-2011	165	150	91	29	29	29	2	27	16	55		
	2011-2012	176	149	85	18	18	30	2	16	21	60		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	36	29	81	21	24	14	<1	21	21	59		
	2011-2012	31	22	71	9	8	16	<1	9	45	45		
Limited English Proficient	2010-2011	45	45	100	4	4	10	<1	4	2	93		
	2011-2012	61	57	93	2	2	10	<1	2	16	82		

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 78%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Graduation Rate Target: 83%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	91	91	96	39	39	48	91	91	96	40	40	48	66	66	84
Caucasian/White	90	90	96	46	46	49	90	90	96	47	48	49	66	66	84
African American/Black	93	93	94	17	17	26	93	93	93	15	15	21	58	58	77
Hispanic	*	*	95	*	*	37	*	*	96	*	*	34	80	80	87
Asian or Pacific Islander	*	*	94	*	*	50	*	*	94	*	*	58	100	100	91
American Indian or Native Alaskan	*	*	94	*	*	35	*	*	94	*	*	32	0	0	82
Economically Disadvantaged	87	87	94	27	27	33	87	87	94	27	27	31	49	49	73
Students with Disabilities	*	*	90	13	14	17	*	*	90	15	18	15	24	24	78
Limited English Proficient	95	95	92	10	10	11	95	95	93	11	11	15	59	59	78

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

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Maine Teacher Quality Data

Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	44	17	33	3	4	4

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2012	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
School Aggregate	
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.